

Patricia Startz: EDLD 5397:8052
Action Research Plan –Draft Rev. 6.

Goal: To show how interactive student response systems can be utilized to more fully develop student higher order cognitive skills.

Action Steps(s):	Person(s) Responsible:	Timeline: Start/End	Needed Resources	Evaluation
		June 1, 2011 – August 2011	Internet – Educational Research Reporting sites Vendor materials.	Literature reviews for articles and books with noteworthy information, quotes, and examples in a useable format.
Project Terminated:				

The principal preferred that I seek a different Action Research Project. It took a while to determine exactly how to meet the requirements for the course and serve the teachers on my campus in the best way possible without inconveniencing anyone or disrupting the regular flow of instruction in progress. Some of the pieces of my plan were included in the regular preparedness activities conducted by elementary teachers, i.e. meeting with parents, discussing student expectations, the purpose of homework packets, and the provision of tutorials for students in need of extra help. Teachers, administrators, and parents were concerned about results for the first round of STAAR assessments.

As a result, I focused my attention on assisting the testing coordinator with the processes of online assessment registration and administration; analyzing AEIS results for the previous year in the process of updating district and Campus improvement plans; and attempting to figure out what sort of action research activity could work at all. In the middle of these processes, I learned that teachers were increasingly concerned about curriculum gaps from grade to grade and course to course. I began to research the importance of curriculum alignment to student assessment success and search for a technology and research based tool to help teachers achieve systemic curriculum alignment. At about the same time, I was exposed to the curriculum alignment tool, CSCAPE. It is a tool previously considered, by our administrators, but not utilized due to bandwidth issues, with those issues removed, it seemed to be a viable option.

Goal: To discover the importance of curriculum alignment to student success; a research based technology tool for systemic curriculum alignment; and develop a training plan for implementing systemic research based curriculum alignment to prepare teachers to better prepare all of their students for mastery of new curriculum standards.

Action Steps(s):	Person(s) Responsible:	Timeline: Start/End	Needed Resources	Evaluation
Literature Reviews	Researcher	August 2011- September 2012.	Internet- Educational Research reporting sites, vendor materials	Curriculum alignment and curriculum alignment tool articles
Analyze viability of network to support externally based curriculum alignment tools, online assessments, professional development, etc.	Researcher	August 2011 – September 2012	Network bandwidth, equipment, personal computer requirements.	Current status of network.
Recommendations for corrective measures to utilize outside resources	Researcher	October 2011 - September 2012	Requirements, failure documentation, suggested corrective measures	Current status, corrective measures taken.
Question Lamar peers, regional service center staff, and other administrators/teachers about technology and researched based curriculum alignment tools in use.	Researcher	February 2012 – May 2012	Internet, email, face-to-face informal q&a, and access to products within a product. Administrator buy-in. \$Funds for purchasing program access and providing staff development.	Samples of associated documents and/or notes. Administrator decision to proceed with a product. Product purchase agreement.
Devise professional development plan	Researcher, district administrators, elementary campus lead teacher.	June 2012 – August 2012	Trainer and trainee availability; \$Funds for purchasing program access; sufficient bandwidth and computer capacity to support program use by all staff.	Training Schedule: Funds Approval/Invoices Staff approved for training during summer;
Implement training/support	Researcher, region service center staff, elementary campus lead teacher	July 27, 2012 – May 2013	Trainer and trainee availability; sufficient bandwidth and computer capacity to support program use by all staff; In-Service and during year training time allotments.	Training and use expectations; Training evaluations Training appointments met, rescheduled, cancelled and not made up;
Program results	Researcher, region service center staff, elementary campus	June – August 2013	Training logs; teacher use logs; Student scores on STAAR assessments overall course	Teacher program evaluations; Student performance

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Action Steps(s):	Person(s) Responsible:	Timeline: Start/End	Needed Resources	Evaluation
	lead teacher		scores	results; Principal evaluations
Project Action Research Summary: 1) Literacy Review Summary 2) Descriptions of research process; 3) Outcome of network analysis and corresponding action taken in support of project; 4) Professional Development outline; 5) Summary report of training implementation procedures, teacher evaluations available at the end of the project timeline as it corresponds to my coursework.	Researcher	August 2011 – Sept. 2012	All of the above resources.	Research report. Teacher evaluations of professional development; Where baseline EOC data exists from previous year, Share the report on Edblog, with teachers, with principal.

Format based on Tool 7.1 from *Examining What We Do to Improve Our Schools*

(Harris, Edmonson, and Combs, 2010)